

Snyder Independent School District
Snyder Intermediate
2023-2024 Campus Improvement Plan



Vision

The vision at Snyder Intermediate School is to celebrate academic excellence and help students become critical thinkers, productive citizens, and lifelong learners.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The staff at Snyder Intermediate School includes 25 full-time teachers, 3 part-time teachers, 17 paraprofessionals, 1 counselor, and 2 administrators. The student population is 25.5% White, 1.4% African American, 68.7% Hispanic, 1.2% Asian, and 2.2% Two or More. Additionally, the campus serves 74.4% economically disadvantaged students, 13.15% special education students, and 14.4% Limited English Proficient students.

Demographics Strengths

The campus has a diverse population which is served by a two-way dual language program with EL students traditionally out-performing peer groups.

Problem Statements Identifying Demographics Needs

Problem Statement 1: ELAR performance lags behind the state and region performance levels. **Root Cause:** Staff turnover has resulted in an on-going process of year one teachers not being familiar with course curriculum.

Problem Statement 2: Sub-population performance has resulted in the campus being identified as a targeted support campus due to the perpetual low performance of white sub-population. **Root Cause:** The ECD performance impacts the overall white student performance with students being impacted by COVID instructional issues.

Student Learning

Student Learning Summary

We did not meet our target for student growth in math.

Areas of growth (from 2023 preliminary data):

Overall STAAR Performance: 71% approaches, 39% meets, 14% masters. This is a component score of 41.

36% of students met grade level in reading. This is below the target of 46%. Additionally, hispanic and white student subpopulations both did not meet their targets.

42% of students met grade level in math. This is below the target of 49%. Additionally, hispanic and white student subpopulations both did not meet their target.

Teachers tested and reviewed data and correlated with MAP data for reading and math interventions.

Student achievement is disaggregated by analyzing scores by students, sub-group, and objective. DMAC will be used to disaggregate data.

Student data is compared with common assessments and benchmark tests.

We are choosing to focus on student growth for both math and reading. Our TELPAS scores did meet the target this year after we focused on how to successfully take the new assessment.

Student Learning Strengths

Students and teachers utilized data notebooks to help students set goals and track academic progress.

CLT team and PLCs were centered around student achievement and tracking student performance.

Growth goals for all students and celebrated students achieving these goals throughout the year with Goal-Getters program.

Data is collected and discussed after every assessment to identify gaps.

We received a distinction in science for 2022.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We are below target for the meets grade level in reading and math. **Root Cause:** We adopted new curriculums for both reading and math last year. Teachers were learning the new curriculum and the STAAR assessment also changed this year.

Problem Statement 2: Percent of students achieving masters level scores decreased in 2023 from 23% to 14%. **Root Cause:** New curriculum and a new STAAR assessment affected scores. TEA had no released cut scores until students had already taken the assessment.

School Processes & Programs

School Processes & Programs Summary

Administrators perform walk-throughs weekly with T-TESS and SIOP as a foundation.

Grade level data reports are distributed to teachers during PLCs for data disaggregation on a regular basis.

School recruiter online application process, job listings on the district website and specialized websites, participation in job fairs if needed,

Attractive hiring schedule, stipends, facilities, technology, and staff development opportunities.

Partner/mentor teachers at the same grade level and an extra staff development day for teachers new to the district.

Instructional support for ELAR with ELAR coach.

TAPR, office referral data, and T-TESS data drive professional development decisions.

1:1 technology is available on campus. Many supplemental programs are available to help address student needs.

Chromebooks were purchased to enrich Reading and Math in both grade levels.

Every teacher has a Mac. The majority of teachers have a document camera, laptop, and a smart touch tv with onboard computer.

School Processes & Programs Strengths

1:1 technology and the instructional support programs in place on the campus are quite extensive with both reading and math support in place to address student needs.

Perceptions

Perceptions Summary

Different types of partnerships exist to support families and students.

PTO volunteers assist with book fairs, fundraisers, field trips, red ribbon week, and purchase of educational needs such as weekly readers.

The campus partners with Kiwanis Club for the canned food drive, United Way, charitable organizations. Students honor our Veterans during our annual Veteran's Day recognition luncheon.

Families are invited and encouraged to participate in LPAC meetings, ARD and 504 meetings, SBDM committees, and PTO meetings.

Community members are volunteering to participate in Career Day.

Communication is relayed in English and Spanish and is delivered through Parent Square, email, phone, voice messaging, texts, Facebook, and letters.

We have an annual migrant meeting and Title 1 meeting.

A campus-wide calendar is maintained through the district website.

Perceptions Strengths

Family/Community/Parent nights are established with set times at least twice per semester. Communication and signage are in English and Spanish. Parent engagement is supported by our district Parent Engagement Specialist.

Priority Problem Statements

Problem Statement 1: We are below target for the meets grade level in reading and math.

Root Cause 1: We adopted new curriculums for both reading and math last year. Teachers were learning the new curriculum and the STAAR assessment also changed this year.

Problem Statement 1 Areas: Student Achievement - Student Learning

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- RDA data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Goals

Goal 1: Snyder Intermediate will have a learning environment that supports student success and high standards of accountability resulting in increased academic achievement for all students that will align to the goals established by the Snyder ISD Board of Trustees.





Performance Objective 1: The campus has established a Targeted Improvement Plan to implement two ESF levers and monitor effective implementation at the campus level.

High Priority

HB3 Goal

Evaluation Data Sources: ESF Levers

Strategy 1 Details	Reviews			
<p>Strategy 1: We will focus on ESF lever 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.</p> <p>Strategy's Expected Result/Impact: High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs.</p> <p>Rationale The district is adopting new math and reading curriculum. We have been selected by TEA to participate in the new Product Academy through TEA to pilot High Quality Instructional Materials. Our goal is for teachers to start internalizing lesson plans and units by the end of the year. We chose to focus on 4.1 to align our improvement efforts with the Product Academy and TIL. With the new curriculum, teachers will need ongoing support in consistently utilizing the new curriculum resources to prepare for instructional delivery. With aligned curriculum and assessments, our student outcomes in reading and math will increase.</p> <p>Staff Responsible for Monitoring: Principal, teachers</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: We will focus on ESF lever 5.1: Effective classroom routines and instructional strategies. Strategy's Expected Result/Impact: Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. Staff Responsible for Monitoring: Principal ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Dec	Feb	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 1: Snyder Intermediate will have a learning environment that supports student success and high standards of accountability resulting in increased academic achievement for all students that will align to the goals established by the Snyder ISD Board of Trustees.





Performance Objective 2: Common assessments will be given for 4th grade reading, 4th grade math, 5th grade reading, 5th grade math, and 5th grade science. Data will be disaggregated in PLCs and content spiraled back in for review.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR and common assessments. PLC agenda and sign in sheets.

Strategy 1 Details	Reviews			
Strategy 1: Common assessments aligned to the scope & sequence are administered after each unit with data disaggregation conducted in PLC following the district-established protocols. Strategy's Expected Result/Impact: STAAR and common assessments. PLC agenda and sign in sheets. Staff Responsible for Monitoring: Classroom teachers, administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability Funding Sources: TEKS RS, DMAC - General Fund - \$5,000, Instructional Resources - Link to Curriculum Budget	Formative			Summative
	Dec	Feb	Apr	June

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Goal 1: Snyder Intermediate will have a learning environment that supports student success and high standards of accountability resulting in increased academic achievement for all students that will align to the goals established by the Snyder ISD Board of Trustees.

Performance Objective 3: Student data will be used to group students to provide differentiated instruction and intervention both during classroom instruction and during intervention/enrichment time. Differentiation will service G/T, Migrant, Dyslexia, ELL, and Special Education.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR and common assessments.

Strategy 1 Details	Reviews			
Strategy 1: Differentiated instruction, intervention, and special populations. Strategy's Expected Result/Impact: STAAR and common assessments, MAP data Staff Responsible for Monitoring: classroom teachers, Reading Intervention teacher, administrator, inclusion teachers, Dyslexia teachers, Migrant Coordinator, G/T teachers, Bilingual/ESL teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability Funding Sources: DMAC, TEKS RS - General Fund - \$1,000, Special Program teachers and inclusion aides - Special Ed Funds - \$120,000, paraprofessionals - State Comp. Ed. - \$100,000, Reading Intervention teacher and reading aides - Title I, Part A - \$5,000, Migrant Coordinator - Title I, Part A - \$20,000, Library supplies - General Fund - \$10,000, G/T supplies - General Fund - \$500, Gomez and Gomez training - Title I, Part A - \$1,000, Supplies for bilingual teachers - Title I, Part A - \$500, Spanish materials for Library and classrooms - Title I, Part A - \$1,000	Formative			Summative
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Goal 1: Snyder Intermediate will have a learning environment that supports student success and high standards of accountability resulting in increased academic achievement for all students that will align to the goals established by the Snyder ISD Board of Trustees.

Performance Objective 4: Grade Level Professional Learning Communities (PLCs) will meet at least bi-weekly to discuss curriculum issues, conduct professional development, and plan instruction following district established protocols.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR and common assessments. PLC agenda and sign-in sheets

Strategy 1 Details	Reviews			
Strategy 1: PLC to discuss curriculum, pd, and instruction. Strategy's Expected Result/Impact: STAAR and common assessments Staff Responsible for Monitoring: classroom teachers, administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
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Goal 1: Snyder Intermediate will have a learning environment that supports student success and high standards of accountability resulting in increased academic achievement for all students that will align to the goals established by the Snyder ISD Board of Trustees.

Performance Objective 5: To address the performance of English Language Learners, students will receive instruction using strategies for the Gomez and Gomez Dual Enrichment Model.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR and common assessments, DL Walk-through data, formative assessments for EL students using district resources

Strategy 1 Details	Reviews			
Strategy 1: Support ELL students with Gomez and Gomez Model and strategies. Strategy's Expected Result/Impact: STAAR and common assessments Staff Responsible for Monitoring: Bilingual teachers, ESL teachers, administrators Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
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Goal 1: Snyder Intermediate will have a learning environment that supports student success and high standards of accountability resulting in increased academic achievement for all students that will align to the goals established by the Snyder ISD Board of Trustees.





Performance Objective 6: New math (Eureka) and reading (Amplify) HQIM and curriculum will be implemented with fidelity.

High Priority

HB3 Goal

Evaluation Data Sources: RSSP walk throughs, STAAR and common assessment data

Strategy 1 Details		Reviews			
Strategy 1: Snyder Intermediate adopted a new HQIM from TEA for both math and reading that are designed to increase student achievement. Strategy's Expected Result/Impact: STAAR and common assessments, lesson plans, walk-through data, RSSP walk throughs, Product Academies Staff Responsible for Monitoring: Teachers, Reading Intervention teacher, Math Intervention teacher, Campus administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability Funding Sources: TIL - General Fund - \$3,000		Formative			Summative
		Dec	Feb	Apr	June

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Goal 1: Snyder Intermediate will have a learning environment that supports student success and high standards of accountability resulting in increased academic achievement for all students that will align to the goals established by the Snyder ISD Board of Trustees.

Performance Objective 7: Staff development will be offered to teachers throughout the school year. Research based staff development will be chosen based on needs determined through assessment results, walk-through and observation data, and student needs. On-going staff development will include focus on data disaggregation and data-driven instruction.

High Priority

HB3 Goal

Evaluation Data Sources: T-TESS, data from assessments

Strategy 1 Details	Reviews			
Strategy 1: Staff development and research based strategies. Strategy's Expected Result/Impact: STAAR and common assessments Staff Responsible for Monitoring: classroom teachers, administrator Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning - Targeted Support Strategy - Results Driven Accountability Funding Sources: Staff Development - General Fund - \$5,000, Staff Development - Title I, Part A - \$10,000	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 1: Snyder Intermediate will have a learning environment that supports student success and high standards of accountability resulting in increased academic achievement for all students that will align to the goals established by the Snyder ISD Board of Trustees.

Performance Objective 8: Migrant Students will be identified and monitored at the time of enrollment. Migrant students will receive academic tutoring and the Migrant Action Plan will be followed.

High Priority

HB3 Goal

Evaluation Data Sources: enrollment documentation, tutoring logs, STAAR and common assessments

Strategy 1 Details	Reviews			
Strategy 1: Migrant students academic tutoring and Migrant action plan. Strategy's Expected Result/Impact: enrollment documentation, tutoring logs, common assessments, STAAR assessments Staff Responsible for Monitoring: Administration, Migrant Coordinator Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability Funding Sources: Migrant Coordinator - Title I, Part A - \$50,000, Migrant supplies - Title I, Part A - \$10,000	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 1: Snyder Intermediate will have a learning environment that supports student success and high standards of accountability resulting in increased academic achievement for all students that will align to the goals established by the Snyder ISD Board of Trustees.

Performance Objective 9: SIS will provide tutorial sessions after school to extend learning as needed and also during school during intervention/enrichment periods.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR and common assessments

Strategy 1 Details	Reviews			
Strategy 1: Core content teachers will provide after school tutorials as needed and during school tutorials through intervention/enrichment periods. Strategy's Expected Result/Impact: Increased unit assessment/STAAR scores. Staff Responsible for Monitoring: principal, teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 1: Snyder Intermediate will have a learning environment that supports student success and high standards of accountability resulting in increased academic achievement for all students that will align to the goals established by the Snyder ISD Board of Trustees.

Performance Objective 10: SIS will integrate appropriate technology to increase student achievement using 1:1 technology to create an effective blended learning environment.

High Priority

HB3 Goal

Evaluation Data Sources: lesson plans, STAAR assessments, Schoology

Strategy 1 Details		Reviews			
Strategy 1: Integration of technology to increase student achievement. Strategy's Expected Result/Impact: STAAR assessments, lesson plans Staff Responsible for Monitoring: classroom teachers, computer teachers/aides TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability Funding Sources: Chromebooks - General Fund - \$150,000		Formative			Summative
		Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue					





Goal 1: Snyder Intermediate will have a learning environment that supports student success and high standards of accountability resulting in increased academic achievement for all students that will align to the goals established by the Snyder ISD Board of Trustees.

Performance Objective 11: Meets grade level performance in reading will be at least 36% in reading and 40% in math in 2024 as measured by the STAAR assessment.

High Priority

HB3 Goal

Evaluation Data Sources: Unit Assessments, Benchmarks, MAP, MTSS, SPED, monthly reports and data disaggregation through PLC's.

Strategy 1 Details	Reviews			
Strategy 1: Interventions: Tutorial support RtI for Tier 2 and 3 students MAP data to customize instruction for all students Special ed students will receive access to supported curriculum with plans based on academic need Increased support for ELA and math teachers in planning and utilization of Amplify and Eureka curriculum. Celebrate goal getters with rewards Strategy's Expected Result/Impact: Meets grade level performance in reading will be at least 36% and 41% in math in 2022 as measured by the STAAR assessment. Staff Responsible for Monitoring: CLT, SPED staff, teachers, admin, RTI Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Snyder Intermediate will have a learning environment that supports student success and high standards of accountability resulting in increased academic achievement for all students that will align to the goals established by the Snyder ISD Board of Trustees.

Performance Objective 12: Students will have personalized goals set and will have data notebooks that track their progress on unit assessments. Data will be disaggregated to determine percentage of students meeting goals in order to show a years worth of growth in all subjects.

High Priority

HB3 Goal

Evaluation Data Sources: unit assessments, goal getter sheets, data notebooks





Goal 2: Snyder Intermediate will have effective communication throughout the community and school district leading to a relationship of trust with students, staff, families, and the community.

Performance Objective 1: SIS will implement strategies to improve and expand communication between parents and the school to ensure parents are involved in their child's education. Strategies will include parent conferences, progress reports, parent volunteers, SIS website, Family Access, Schoology, Parent Square, monthly calendars, and PTA. Communication will be provided in both English and Spanish.

High Priority

HB3 Goal





Evaluation Data Sources: Campus culture survey, Parent Square analytics, Schoology analytics

Strategy 1 Details	Reviews			
Strategy 1: To involve parents through multiple venues listed above. Strategy's Expected Result/Impact: Parent Sign In Sheets as well as student achievement increases. Staff Responsible for Monitoring: Administrators, teachers, CLT Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Results Driven Accountability Funding Sources: supplies for letters to parents - General Fund - \$1,000	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Snyder Intermediate will have effective communication throughout the community and school district leading to a relationship of trust with students, staff, families, and the community.

Performance Objective 2: Phone calls and letters will be used to communicate with parents at different stages concerning individual students with attendance problems.





Evaluation Data Sources: Skyward attendance data, sub-population and virtual/F2F attendance records

Strategy 1 Details	Reviews			
Strategy 1: Calling and sending letters home to parents in regards to attendance. Strategy's Expected Result/Impact: Increased attendance rate Staff Responsible for Monitoring: Administrators, teachers, attendance clerks, drop-out prevention staff Title I: 2.6, 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Results Driven Accountability Funding Sources: supplies for attendance letters, salary for attendance clerk and drop-out prevention staff - General Fund - \$30,000	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Snyder Intermediate will have effective communication throughout the community and school district leading to a relationship of trust with students, staff, families, and the community.

Performance Objective 3: Leadership notebooks will be used to communicate about student achievement during student led parent conferences.





Evaluation Data Sources: review of leadership notebooks, parent conference attendance logs

Strategy 1 Details	Reviews			
Strategy 1: Reviewing leadership notebooks, attendance logs, student achievement Strategy's Expected Result/Impact: updated notebooks, attendance, and student achievement. Staff Responsible for Monitoring: classroom teachers Title I: 2.4, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability Funding Sources: supplies for leadership notebooks - General Fund - \$3,000	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Snyder Intermediate will have effective communication throughout the community and school district leading to a relationship of trust with students, staff, families, and the community.

Performance Objective 4: To ensure that communication is effective with parents of English Language Learners, SIS will provide communication in English and Spanish and will have an interpreter available in the front office.





Evaluation Data Sources: communication with ELL parents

Strategy 1 Details	Reviews			
Strategy 1: Communicating in both languages using interpreters and the Parent Square translation feature. Strategy's Expected Result/Impact: student achievement of ELL learners Staff Responsible for Monitoring: administration, ESL and Bilingual teachers Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability Funding Sources: supplies for letters to parents - General Fund - \$1,000, Translation support - \$10,000, Instructional support - Title I, Part A - \$50,000	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Snyder Intermediate will have effective communication throughout the community and school district leading to a relationship of trust with students, staff, families, and the community.

Performance Objective 5: Parents will be partners in the planning, implementation, and evaluation of the Title I program.

Evaluation Data Sources: sign-in sheets, agendas





Strategy 1 Details	Reviews			
Strategy 1: Parents will be partners in Title 1 program. Strategy's Expected Result/Impact: sign-in sheets, agendas Staff Responsible for Monitoring: administrators Title I: 4.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Snyder Intermediate will have effective communication throughout the community and school district leading to a relationship of trust with students, staff, families, and the community.

Performance Objective 6: Teachers will have a minimum of one parent/teacher conference per parent per semester and at least one of these conferences must be student led.

HB3 Goal

Evaluation Data Sources: parent conference attendance

Strategy 1 Details	Reviews			
Strategy 1: Parent/Teacher/Student Conferences Strategy's Expected Result/Impact: Student achievement. Documentation of conferences. Staff Responsible for Monitoring: classroom teachers Title I: 2.4, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Snyder Intermediate will have effective communication throughout the community and school district leading to a relationship of trust with students, staff, families, and the community.

Performance Objective 7: SIS will follow safety procedures by having all visitors sign in and wear visitor tags, and will conduct fire, earthquake, containment, and tornado drills.

Evaluation Data Sources: documentation of drills and visitor logs

Strategy 1 Details		Reviews			
Strategy 1: Visitor sign in/badges, and emergency preparedness drills. Strategy's Expected Result/Impact: documentation of drills and visitor logs Staff Responsible for Monitoring: administrators, front office staff		Formative			Summative
		Dec	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

Goal 2: Snyder Intermediate will have effective communication throughout the community and school district leading to a relationship of trust with students, staff, families, and the community.

Performance Objective 8: SIS will participate in community fundraisers such as United Way and the Canned Food Drive to teach students how to become productive citizens of the community.

Evaluation Data Sources: Fundraising collections

Strategy 1 Details	Reviews			
Strategy 1: Community fundraisers United Way and Canned Food Drive Strategy's Expected Result/Impact: fundraising collections Staff Responsible for Monitoring: Administration, classroom teachers	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 2: Snyder Intermediate will have effective communication throughout the community and school district leading to a relationship of trust with students, staff, families, and the community.

Performance Objective 9: Gifted and talented students will participate in a presentation.

Evaluation Data Sources: Visit logs, number of gifted and talented students participating in GT night

Strategy 1 Details	Reviews			
Strategy 1: GT campus science fair Strategy's Expected Result/Impact: Visit logs, number of gifted and talented students participating in presentations. Staff Responsible for Monitoring: GT teachers, administration, GT coordinator	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 2: Snyder Intermediate will have effective communication throughout the community and school district leading to a relationship of trust with students, staff, families, and the community.

Performance Objective 10: Students will participate in Red Ribbon Week to support drug free activities and encourage good choices.

Evaluation Data Sources: student participation

Strategy 1 Details	Reviews			
Strategy 1: Student participation in Red Ribbon Week. Strategy's Expected Result/Impact: student participation Staff Responsible for Monitoring: classroom teachers, counselor, administrators Funding Sources: Red Ribbon Week promotional supplies - General Fund - \$1,000, Red Ribbon Week promotional supplies - PTO - \$500	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 2: Snyder Intermediate will have effective communication throughout the community and school district leading to a relationship of trust with students, staff, families, and the community.

Performance Objective 11: Students will participate in honoring our local veterans during the Veterans' Day breakfast and music program.

Evaluation Data Sources: student participation, community participation

Strategy 1 Details	Reviews			
Strategy 1: Student participation in Veterans' Day. Strategy's Expected Result/Impact: student participation, community participation Staff Responsible for Monitoring: administrators, counselor	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 3: Snyder Intermediate will have a positive climate that promotes high expectations for all students, staff, families, and the community.

Performance Objective 1: Students will be recognized for perfect attendance, honor roll and leadership traits as part of the Leader in Me program.

HB3 Goal
Evaluation Data Sources: PEIMS reports, student achievement, attendance reports

Strategy 1 Details	Reviews			
Strategy 1: Student recognition for attendance, honor roll, leadership. Strategy's Expected Result/Impact: PEIMS reports, student achievement, attendance reports Staff Responsible for Monitoring: classroom teachers, office staff, administrators Funding Sources: awards - General Fund - \$2,000	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 3: Snyder Intermediate will have a positive climate that promotes high expectations for all students, staff, families, and the community.

Performance Objective 2: Positive behavior team meetings will be held throughout the school year to set goals, establish procedures, review data, and address campus safety and discipline issues.

High Priority
HB3 Goal
Evaluation Data Sources: student discipline referrals, team agendas, minutes





Strategy 1 Details	Reviews			
Strategy 1: Positive behavior meetings throughout the year with the campus establishing goals, procedures, data, address safety and discipline issues. Strategy's Expected Result/Impact: student discipline referrals, team agendas, minutes Staff Responsible for Monitoring: Administrators, MTSS behavioral team Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 3: Snyder Intermediate will have a positive climate that promotes high expectations for all students, staff, families, and the community.

Performance Objective 3: PBIS Rewards online program will be used for student incentives for positive behavior. Students earn points to use in the Tiger Store and also to earn behavior reward parties each six weeks. Positive parent phone calls will be made by front office personnel.

HB3 Goal





Evaluation Data Sources: discipline referrals, student participation, Parent Square analytics

Strategy 1 Details	Reviews			
Strategy 1: Parent Square will be used to communicate for positive rewards and reinforcing positive behavior. Strategy's Expected Result/Impact: discipline referrals, student participation Staff Responsible for Monitoring: administrators, classroom teachers Title I: 2.5, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Snyder Intermediate will have a positive climate that promotes high expectations for all students, staff, families, and the community.

Performance Objective 4: Students and staff will participate in a positive behavior program including bucket fillers designed to encourage participants to express kindness, appreciation, and love on a daily basis.

High Priority
HB3 Goal
Evaluation Data Sources: discipline referrals, student and staff participation

Strategy 1 Details		Reviews			
Strategy 1: Student and staff participation in Bucket Filling. Strategy's Expected Result/Impact: discipline referrals, student and staff participation Staff Responsible for Monitoring: administrators, counselor, classroom teachers		Formative			Summative
		Dec	Feb	Apr	June
 No Progress		 Accomplished	 Continue/Modify	 Discontinue	

Goal 3: Snyder Intermediate will have a positive climate that promotes high expectations for all students, staff, families, and the community.

Performance Objective 5: Students will participate in guided lessons integrating 7 habits, self-esteem, problem-solving, bullying, and grade-level appropriate topics.

Evaluation Data Sources: discipline referrals, student participation

Strategy 1 Details	Reviews			
Strategy 1: Students participate in 7 habits lessons incorporating self-esteem, problem-solving, bullying, and grade-level appropriate topics Strategy's Expected Result/Impact: discipline referrals, student participation Staff Responsible for Monitoring: classroom teacher, counselor Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 4: Snyder Intermediate will have procedures in place to measure and monitor factors that impact the district's financial condition.

Performance Objective 1: SIS will conduct ongoing program evaluations to determine effectiveness and efficiency by reviewing student achievement data, attendance results, and discipline data. The campuswide survey will engage stakeholders in the spring to monitor culture.

Evaluation Data Sources: participation and student performance, budget expenditures





Strategy 1 Details	Reviews			
Strategy 1: Ongoing program evaluations for effectiveness and efficiency will be conducted to determine the quality of spending for campus resources. Strategy's Expected Result/Impact: participation and student performance, budget expenditures Staff Responsible for Monitoring: Administration TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 4: Snyder Intermediate will have procedures in place to measure and monitor factors that impact the district's financial condition.

Performance Objective 2: SIS will conduct ongoing evaluation of staffing to ensure all positions are filled with highly qualified teachers and that all positions are meeting needs of the campus.

HB3 Goal

Evaluation Data Sources: Budget expenditures, staffing, T-TESS data

Strategy 1 Details	Reviews			
Strategy 1: Evolution of staffing for highly qualified and that all positions meet the campus needs. Strategy's Expected Result/Impact: Budget expenditures, staffing Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Results Driven Accountability Funding Sources: special program stipends to attract and retain highly qualified teachers - General Fund - \$50,000	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				